

of Mts Darul Hikmah Mojokerto from 23rd November until 23th December, 2010. On 23rd November the researcher conducted preliminary study. The aim of preliminary study was to know the students' English speaking skill. During preliminary study, the researcher found that students in the second grade could not speak English fluently and students much speak using incorrect grammar. An English teacher said the factor that makes them having lack of speaking competence was because they are rarely to practice speaking English. The speaking class is not conducted in the school. Moreover, the English lesson more focused on writing and reading skill then speaking skill. The teacher focuses to those skills because they are important to meet examination in each semester. To solve the problem, the researcher tried to use the field trip method to improve their English speaking skill. The reason is, based on preliminary study the students said that they prefer study outside the classroom to inside the classroom, such as in the library or laboratory. They said that they were bored learning in classroom. In addition, Kim said that field trip presses the teacher and the students to interact each other in English. Either the teacher or the students have comfortable to practice English³⁷. Rimando also said that field trip makes students learn speaking with fun by

³⁷ Steven G. Mc Cafferty, et al., *Cooperative Learning and Second Language Teaching*, (New York: Cambridge Language Education, 2006) p. 170

3. Implementing the Action

After the planning had been finished, the researcher implemented field trip method to the eighth grade students of Mts Darul Hikmah Mojokerto. In implementing this study, at the first cycle the researcher acted as a practitioner that carry out the lesson plan and the real teacher played as an observer during the instructional process. While at the second cycle, the real teacher acted as a practitioner would carry out the lesson plan and the researcher played as an observer during the instructional process. The action was carried in two cycles. It was conducted based on the schedule that had been arranged before. The implementation of the plan was delivered in six meetings in which each meeting takes about 2x45 minutes.

4. Observing the Action

Observation was conducted at the same time when the action was being implemented. It is to identify the activities happen during the teaching and learning process. Here, the researcher used an observation checklist and field notes in carrying out her observation. These observations were used to monitor the practitioner /teacher's step of action and the students' response toward the action given by the researcher during the teaching learning process. The result of observation and the field notes would become input for improvement of the teacher's performance in the next meeting.

5. Reflection

Reflection concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom. The result of reflection would become input to the improvement of teaching and learning activity.

There were two kinds of reflection employed in this study. The first reflection was concerning to what teacher done in implementing the action and students' behavior in applying field trip method in speaking class. It was conducted after the teaching and learning process finished on each cycle. It was gained based on the result of observation checklist and field notes. The researcher and the real teacher crosscheck the results of the observation checklist and field notes. The crosscheck was to share perception about the strength and the weakness of the teacher in implementing field trip method. Furthermore, it was used to check the students' behavior during the implementation of field trip. In short, the objective of reflection was to improve the teacher's step in implementing field trip to the next meeting.

The second reflection was as a total process conducted at the end of each cycle. It was used to judge to what degree students' competence in each cycle that has been improved. In addition, the strengths and weakness in implementing field trip method were also evaluated. It was conducted after analyzing the data obtained from observation, field notes, and set of tests.

method, and teaching learning process included teacher's activities and students' activities from real situation of speaking class by using field trip method. She marked the items in observation checklist whether it was done well or not. In addition, the researcher also used field note during observation to describe students' behaviors, and problems faced during the implementation.

After doing the implementation, the researcher and the real teacher crosscheck the results of the observation checklist and field notes. The crosscheck was to share perception about the strength and the weakness of the teacher in implementing field trip method. Furthermore, these were used to check the students' behavior during the implementation of field trip. In short, the objective of observation checklist and field notes was to improve the teacher's step in implementing field trip to the next meeting.

2. Questionnaire

The researcher copied the questionnaire sheet as number as students on the course class that is 20 sheets. This instrument was given to the students at the last meeting of second cycle on 23rd December 2010. The students had to choose one of the multiple choices based on their response. After students submitted the questionnaire sheet to researcher, then the researcher analyzed all the answers to make conclusion of students' responses. The researcher analyzed the result of questionnaire by using percentage technique. The sum

To obtain the information of field trip's implementation, the researcher would analyze the result of field note and observation checklist. The observation checklist consist of the description about topics, method, and teaching-learning process included teacher activity and students' activity. There are three degrees, they are 'yes', 'some', and 'no'. 'Yes' means that 75% of the teachers and the students do, 'some' means only 50% of the teachers and the students do, and 'no' means none of the teachers and the students do. The researcher would analyze the result field note and observation checklist to know the strange and the weakness of the implementation of field trip. Then, it was used as the reflection to make a better implementation in the next meeting. In the last cycle, the result of observation checklist was expected to show the answer 'yes' more than the answer 'no', thus the implementation of field trip method was effective to be used by students in learning speaking.

To get the information of students' speaking skill achievement, the researcher would analyze the students' speaking score. Students' speaking score was expected to improve in every cycle, especially in the last cycle. More than or equal to 60 % of the students' score of speaking tasks was greater than or equal to (2+) according to the conversion table of FSI level or approximately (53 – 62). It means that the implementation of field trip could improve students' speaking skill.

To obtain the information of students' response toward field trip method, the researcher would analyze the result of questionnaire. She analyzed the data by using percentage technique. The sum of the student's response of one item (question) were divided into the number of the students 20 and multiplied 100%. Thus, the researcher would know how many percent students have good response to field trip method and students who did not have the good response to the field trip method. If the good response of each item is more than 50%, it means the application of field trip was success, but if less then 50%, the application of field trip was fail. It was because most of students were not enthusiastic and interesting to the application of field trip.